I. Course Description

Introductory course that examines the multi-dimensional factors that affect health and provides base knowledge to promote individual and community health.

Diversity Statement:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Justification

This is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 16 weeks and also meets for a 2-hour final examination. Students will have out of class assignments such as a health-behavior change project, weekly behavior change journal entries, and chapter readings. The assignments and exams provide a base knowledge of health topics, helping to prepare students for upper level courses within the Health Science degree plan. These activities average at a minimum 6 hours of work each week outside of classroom hours.
II. Intended Learning Outcomes/Goals/Objectives:

- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:

Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes: At the conclusion of this class, the student will be able to:

1. Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan. (NCHEC Standards II)
2. Apply the principle factors involved in developing one’s optimal health. (NCHEC Standards VI & VII)
3. Identify the major concepts relative to making positive decisions regarding one’s health. (NCHEC Standards I & VI)
4. Comply with the principle factors that affect quality of life. (NCHEC Standards VI & VII)

III. Course Assignments and Activities

A. Health Behavior Change Project (200 points)

Note: This assignment is related to accountability and accreditation.

The four components of the project are listed below:

1. HEALTH BEHAVIOR ASSESSMENT (30 points)
   Complete “How Healthy Are You” (found under the Content tab in D2L). Include with this assessment a typed one (1) page double-spaced summary addressing the following questions. What was your highest score and why do you think it was highest? What was your lowest score and why do you think it was lowest? How do you think your behaviors are impacting your overall health? What score do you most want to improve and why? What can you do to improve your health behaviors/score? You will submit this project component via the D2L drop box.

2. HEALTH BEHAVIOR CONTRACT (50 points)
   Decide what health behavior you would like to change (i.e., sleeping habits, smoking, exercise, stress, etc.) This must be listed as a SMART Goal. Complete “Behavior Change Contract” in the back of the textbook or the copy under the Content tab inD2L. You will submit this project component via the D2L drop box.

3. WEEKLY JOURNAL PROGRESS ENTRIES (20 points)
   Students will submit weekly progress updates via the drop box folder on D2L. Weekly reflections are due on Wednesdays by 11:59pm (midnight).

4. HEALTH BEHAVIOR CHANGE EVALUATION (100 points)
At the end of the semester, each student will write a paper about their experience trying to change the health related behavior identified in their health behavior contract. Each student will submit a 2-3 page double-spaced (1 inch margins) summary of the project. Your grade on this portion of the project is not based on changing behaviors (I hope you were successful though), but on the summary of the project. The Health Behavior Change Evaluation will be evaluated on the following criteria: paper content (thoroughly answered questions) and writing style (grammar, spelling, and format). See Content tab under D2L for rubric.

Answer the following questions in the body of the paper:

a) HEALTH BEHAVIOR: Describe your original SMART goal and why you chose this goal to work on. Were you successful in changing your behavior?

b) PLAN: Talk about your original short-term goals, whether you met them in the time you allotted, why or why not you met them in the time allotted, and how they helped or did not help you achieve your SMART goal/behavior change.

c) CLASS HELPFUL: How did this class help you achieve your SMART goal/health behavior change? How could the class have been more helpful to you in achieving your goal?

d) SUPPORT/BARRIERS: Name two barriers to your original behavior change goal.
   1. If you were successful-describe how you overcame these barriers?
   2. If you were not successful-describe how you could have overcame these barriers?

e) FRIENDS/FAMILY: Did you have helpful support from your friends or family?
   1. If so, who supported you, what did they do and how was their support helpful?
   2. If not, why not?
      i. Was it that you did not ask for support? Why not?
      ii. Was it that the support was not helpful? Why not? How could it have been?

f) GOALS CHALLENGING REALISTIC/ATTAINABLE: Were your goals realistic yet challenging?
   1. If so, how?
   2. If not how could they have been more realistic yet challenging?

g) EFFORT: How do you feel about the efforts you made in attempting to achieve your goal?

h) MAINTENANCE: How will you maintain your changed behavior?

i) PROFESSIONAL DEVELOPMENT: How will the completion and experience of this project influence your approach to your future work/job?

j) WORKING WITH OTHERS: How will understanding the factors that influenced your behavior change and your application of these help you do a better job working with others to influence their health habits?

**This assignment component MUST be submitted via D2L AND Livetext by the assigned due date and time. Failure to submit assignments to D2L AND Livetext will result in a zero for this assignment component.**

B. Learning Exercises (80 points)

Hands-on and computer-based discovery exercises are intended reinforce, supplement, and extend traditional text- and lecture-based learning. There will be a total of 8 exercises, each worth 10 points. Most of these exercises are designed to be completed during class; however, some exercises will take us to the gym or outdoors, and a few exercises you will undertake on your own time outside of class. All exercises will include detailed instructions and due dates/times. Learning exercises ARE NOT scheduled; they may be introduced and distributed during any class period. Students who are absent for a learning exercise will receive a score of 0 for that exercise (see Attendance Policy, Section VII of the syllabus).

C. Pop Quizzes (40 points)

A total of 8 pop quizzes—each worth 5 points—will cover material recently presented in class (quizzes are not cumulative). By definition, pop quizzes ARE NOT scheduled. Students who are absent for a pop quiz will receive a score of 0 for that quiz (see Attendance Policy, Section VII of
the syllabus).

D. **Midterm Exam (100 points)**

A midterm examination will cover course material presented during the first half of the semester.

E. **Final Exam (100 points)**

The final exam is CUMULATIVE. Students are responsible for all material covered in class during the semester.

**IV. Evaluation and Assessment (Grading):**

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<thead>
<tr>
<th>Evaluation Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Health Behavior Change Project</td>
<td>200</td>
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<tr>
<td>Learning Exercises</td>
<td>80</td>
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<tr>
<td>Quizzes</td>
<td>40</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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**COURSE POINT TOTAL** 520 points

Grading Scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90%+</td>
<td>468+</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>416-467</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>364-415</td>
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<tr>
<td>D</td>
<td>60-69%</td>
<td>312-363</td>
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<tr>
<td>F</td>
<td>Below 59%</td>
<td>Below 312</td>
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</tbody>
</table>

**V. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. **Therefore, your response is critical!**
In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VI. Student Ethics and Other Policy Information:  Found at http://www.sfasu.edu/policies/

_____ Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

_____ Academic Accommodation for Students with Disabilities:  Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

_____ Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

___ Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

___ Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VII. Other Relevant Course Information:

1. Laptops, Netbooks, E-readers, iPods and similar devices may be used ONLY at the direction of the Instructor and ONLY for classroom learning purposes.

2. Cell phones should be set to silent or turned off before class begins and should be placed out of sight (e.g., in backpacks or pockets).

3. Quizzes and exams are CLOSED BOOK. Use of the text, notes, cell phone, or other reference materials during quizzes or exams will result in a grade of zero (0).

4. No reading of outside materials, listening to MP3 devices, wearing ear phones or ear buds, or disorderly conduct.

5. Students sleeping or giving the appearance of sleeping during class will be counted absent.

6. **Respect is extremely IMPORTANT.** Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions and respect the privacy of students who share their thoughts and experiences in class. RESPECT your yourself, your classmates, your Instructor, and the
classroom learning environment. Disorderly, disruptive, or distracting behavior that interferes with classroom learning will not be tolerated, and may result in a letter grade reduction or grade of “F” for the course.

7. Assignments handed in after a specified due date/time WILL NOT be accepted and make-up work (e.g., exercises, quizzes, and exams) WILL NOT be allowed unless a legitimate reason exists and alternative arrangements have been approved previously by the Instructor (see Section VII of the syllabus, Attendance).

8. Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill): When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors:

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Stewart.

- When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

- If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ....,” “I want you to,” “Send this to me”, “Tell me when .....” Just adding the word “please” does not mean that you are being polite.

- Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class and section you are enrolled in, such as: “Dear Dr. Stewart, I am a student enrolled in your HSC 121 MWF @ 10 am course.”

- Also, please include a brief description of the subject of your email in the subject line of the email.

- Be concise.

- Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

- When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (e.g., Dr. Stewart, Professor Stewart) and establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

FAILURE TO FOLLOW THE EXPECTATIONS OUTLINED ABOVE CAN RESULT IN BEING DISMISSED/DISENROLLED FROM CLASS.
VIII. Tentative Course Outline/Schedule: (Exam dates are firm. Other scheduled topics are subject to change. Changes to the Schedule, if necessary, will be announced in class. Associated readings, due dates, and reminders will be provided in class and will appear on the D2L Course Calendar.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Tentative Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 15</td>
<td>Class introductions; Syllabus review; Overview of course objectives, assignments, and expectations for the class</td>
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<tr>
<td>2</td>
<td>Jan 20 - Jan 22</td>
<td>MLK Jr. Holiday – No Class!!</td>
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<tr>
<td></td>
<td></td>
<td>Overview of Health Behavior Change Project</td>
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<td>3</td>
<td>Jan 27-29</td>
<td>What is health/wellness?</td>
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<td>Health Behavior Assessment Due Jan 29</td>
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<td>4</td>
<td>Feb 3-5</td>
<td>Factors influencing health</td>
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<td></td>
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<td>Health Behavior Contract DUE on Feb 5</td>
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<td>5</td>
<td>Feb 10-12</td>
<td>Nutrition basics/weight management</td>
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<td>Weekly Behavior Change Journal Entry DUE on Feb 12</td>
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<tr>
<td>6</td>
<td>Feb 17-19</td>
<td>Nutrition basics/weight Management</td>
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<td>Weekly Behavior Change Journal Entry DUE on Feb 19</td>
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<td>7</td>
<td>Feb 24-26</td>
<td>Personal health and fitness</td>
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<td>Weekly Behavior Change Journal Entry DUE on Feb 26</td>
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<td>8</td>
<td>Mar 2-4</td>
<td>Personal health and fitness</td>
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<td></td>
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<td>Weekly Behavior Change Journal Entry DUE on Mar 4</td>
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<td>Midterm Exam Mar 4</td>
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<td>9</td>
<td>Mar 9-11</td>
<td>Spring Beak—NO CLASS!!</td>
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<td>10</td>
<td>Mar 16-18</td>
<td>Mortality; cardiovascular health, cancer, diabetes</td>
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<td>Weekly Behavior Change Journal Entry DUE on Mar 18</td>
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<td>11</td>
<td>Mar 23-25</td>
<td>Infectious disease; sexually transmitted infections</td>
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<td></td>
<td>Weekly Behavior Change Journal Entry DUE on Mar 25</td>
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<tr>
<td>12</td>
<td>Mar 30-Apr 1</td>
<td>Pregnancy and childbirth</td>
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<td></td>
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<td>Weekly Behavior Change Journal Entry DUE on Apr 1</td>
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<tr>
<td>13</td>
<td>Apr 6-8</td>
<td>Stress; mental health</td>
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<td>Weekly Behavior Change Journal Entry DUE on Apr 8</td>
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<td>14</td>
<td>Apr 13-15</td>
<td>Substance abuse and addiction</td>
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<td>Weekly Behavior Change Journal Entry DUE on Apr 15</td>
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<td>15</td>
<td>Apr 20-22</td>
<td>U.S. health care system; consumer health</td>
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<td>Weekly Behavior Change Journal Entry DUE on Apr 22</td>
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<tr>
<td>16</td>
<td>Apr 27-29</td>
<td>Environmental health; food environment</td>
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<tr>
<td>17</td>
<td>May 4-6</td>
<td>Final Exam (Date and time announced in class and posted on D2L.)</td>
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